

Spartanburg 5 School District

100 North Danzler Road
Duncan, South Carolina

Grades	PK-12 District	
Enrollment	7,197 Students	
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Average
2006	Average	Below Average
2005	Good	Below Average
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

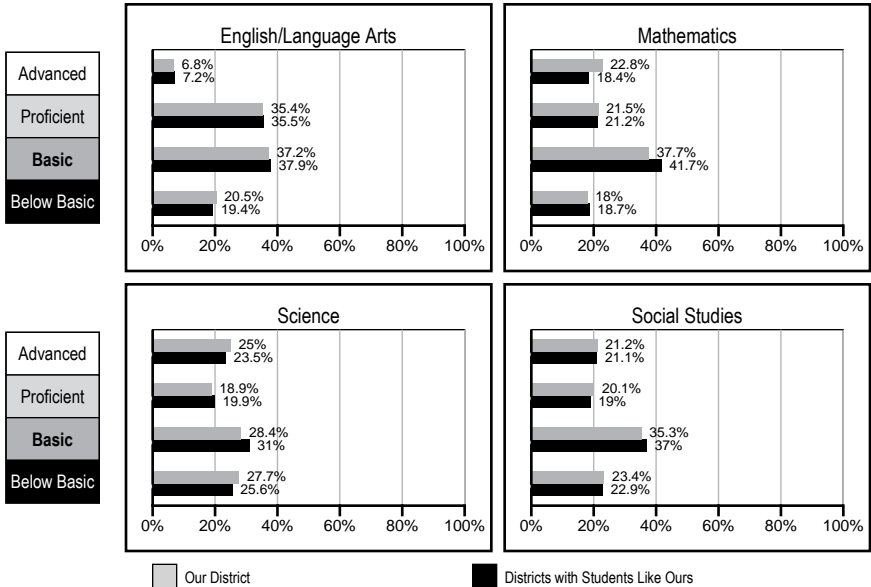
96.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	6	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	71.6	81.3	89.8	78.7	81.3	85.6
Passed 1 subtest	10.6	9.8	5.5	9.9	10.4	8.1
Passed no subtests	17.8	8.9	4.7	11.4	8.3	6.3

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	82.5	79.4
English 1	69.4	69.9
Physical Science	60.3	61.0
All Subjects	68.2	69.4

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=7,197)				
First graders who attended full-day kindergarten	93.5%	Up from 92.5%	96.5%	98.9%
Retention rate	2.5%	Up from 2.2%	2.9%	4.0%
Attendance rate	96.1%	Down from 97.3%	96.2%	95.6%
Eligible for gifted and talented	18.0%	Up from 15.2%	17.4%	11.4%
With disabilities other than speech	10.2%	Down from 10.3%	10.2%	10.5%
Older than usual for grade	2.2%	Up from 1.4%	2.5%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.7%	0.4%	0.8%
Enrolled in AP/IB programs	22.2%	Up from 19.0%	19.0%	10.3%
Successful on AP/IB exams	63.3%	N/A	62.9%	56.0%
Eligible for LIFE Scholarship	54.9%	Up from 53.0%	41.1%	31.1%
Enrolled in adult education GED or diploma programs	58	Down from 59	58	48
Completions in adult education GED or diploma programs	56	Up from 51	49	27
Annual dropout rate	4.8%	Up from 3.0%	4.0%	3.8%
Teachers (n=488)				
Teachers with advanced degrees	65.0%	Down from 65.2%	58.9%	54.8%
Continuing contract teachers	78.9%	Up from 74.5%	78.9%	73.9%
Teachers with emergency or provisional certificates	0.5%	Down from 1.7%	2.3%	5.0%
Teachers returning from previous year	88.8%	Down from 89.2%	91.2%	88.8%
Teacher attendance rate	95.4%	Up from 94.3%	95.4%	94.9%
Average teacher salary	\$46,634	Up 3.4%	\$46,379	\$45,107
Vacancies for more than nine weeks	0.2%	Up from 0.0%	0.1%	0.5%
Professional development days/teacher	17.6 days	Down from 18.5 days	15.2 days	15.2 days
District				
Superintendent's years at district	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.4 to 1	21.6 to 1	20.2 to 1
Prime instructional time	90.2%	Up from 89.9%	90.2%	89.1%
Dollars spent per pupil*	\$8,054	Up 2.9%	\$8,054	\$8,666
Percent of expenditures for teacher salaries*	59.1%	Up from 59.0%	54.5%	53.1%
Percent of expenditures for instruction*	62.2%	Down from 62.3%	58.5%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	96.0%	Down from 100.0%	98.9%	98.2%
Number of schools	9	No Change	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	2.8%	Up from 2.1%	2.8%	4.3%
Average age in years of school facilities	13 Years	Down from 19 Years	19 Years	26 Years
Number of schools with SACS accreditation	9.0	No Change	10.0	8.0
Average administrator salary	\$79,079	Up 2.7%	\$78,946	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	360	91.4%	2137	74.8%	419	71.8%	Yes
Gender							
Male	176	86.9%	1093	74.2%	204	68.1%	N/A
Female	184	95.7%	1028	75.6%	214	75.2%	N/A
Racial/Ethnic Group							
White	256	93.0%	1426	79.7%	287	76.0%	N/A
African American	87	85.1%	523	62.9%	105	60.0%	N/A
Asian/Pacific Islander	N/A	N/A	47	89.4%	N/A	N/A	N/A
Hispanic	12	100.0%	127	62.2%	19	68.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	65	58.5%	191	46.6%	69	40.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	62	51.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	65	84.6%	835	65.9%	69	63.8%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	91.4%	93.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	419	1153
Number of Diplomas	301	840
Rate	71.8%	75.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	495	490	514	508	483	466	1009	998		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	20.1	20.6	20.8	20.8	20.4	21.1	20.2	20.7	20.5	20.9
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	2 trustees elected to single-member seats, 7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	50.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The District Five Schools of Spartanburg County serve a diverse community of students with a full range of programs. As our motto states, we strive to meet the needs of "every child, every day." The steady growth in population across our district is a testament to the excellence found in our schools. People want to be a part of a winning team, and District Five is a winning team. Parents seek great schools for their children and they are finding such schools in District Five. We have seen an increase in enrollment by more than one thousand students over the past four years, and during that time we have added four new schools to meet the needs of our students.

In 2007-2008, we were put to the test as we participated in a SACS/CASI district accreditation evaluation. This comprehensive review of our people, programs, academic achievements, and facilities allowed us to thoroughly assess our educational process. The review team validated our beliefs that we are among the nation's leaders in public education when they granted accreditation to District Five with many commendations and very few recommendations for change.

As a parent, business leader, or community member, you are encouraged to visit our schools, classes, and extracurricular programs, which include fine arts, athletics, leadership programs, service organizations, or any other sector of our educational system. This is truly the only way to experience the excellence of District Five. No one can judge the quality of a school by student performance on test scores alone, so we urge you to view our schools in their totality. We urge you to build relationships with our schools, teachers, coaches, sponsors, administrators, and board members, and you will experience the excellence of the people of District Five.

District Five continues to enjoy the benefits of enormous family and community support. We appreciate your commitment to our schools and the children of our community. Please continue to work with us as we strive to make District Five the premier district in every aspect of educational excellence.

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 29 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

- * Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action-Hold

The district missed AYP for four years, but made progress for one year in the subject area (in either grade span) that identified the district for district improvement. Sanction: Corrective action continues.

Title I Schools' School Improvement Status

The Spartanburg 5 School District consists of 9 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	3305	99.7	20.3	37.3	35.5	6.9	53.6	48.2	Yes	Yes
Gender										
Male	1757	99.7	25.5	39.3	30.8	4.4	46.3	41.7	N/A	N/A
Female	1548	99.7	14.5	35.1	40.7	9.6	61.7	55.0	N/A	N/A
Racial/Ethnic Group										
White	2252	99.8	16.4	34.5	40.3	8.7	60.1	60.0	Yes	Yes
African American	742	100.0	31.5	45.1	21.3	2.1	35.7	31.7	No	Yes
Asian/Pacific Islander	116	97.4	13.5	33.3	43.2	9.9	64.0	70.4	Yes	Yes
Hispanic	185	98.4	29.4	43.5	26.5	0.6	36.5	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	475	99.4	62.4	28.7	8.3	0.7	13.5	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	171	96.5	37.4	38.1	21.9	2.6	35.5	36.6	Yes	Yes
Socio-Economic Status										
Subsided meals	1470	99.5	31.5	40.3	26.1	2.1	39.2	34.0	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	3305	99.9	17.9	37.7	21.5	22.8	55.6	45.8	Yes	Yes
Gender										
Male	1757	99.9	19.0	37.0	20.8	23.2	55.0	45.6	N/A	N/A
Female	1548	99.9	16.7	38.6	22.4	22.3	56.4	45.9	N/A	N/A
Racial/Ethnic Group										
White	2252	99.9	13.2	35.1	23.7	28.0	62.3	59.0	Yes	Yes
African American	742	100.0	33.7	44.0	14.1	8.2	34.6	26.9	No	Yes
Asian/Pacific Islander	116	100.0	10.6	28.3	29.2	31.9	68.1	71.3	Yes	Yes
Hispanic	185	100.0	20.2	49.7	18.5	11.6	49.1	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	475	99.8	55.7	32.9	7.3	4.1	18.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	171	100.0	25.6	41.9	18.8	13.8	48.1	38.1	Yes	Yes
Socio-Economic Status										
Subsided meals	1470	99.9	26.9	43.2	18.9	11.0	42.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
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Science

All Students	2201	100.0	27.6	28.4	18.9	25.0	43.9	35.7	96.4	96.1
Gender										
Male	1174	99.9	29.7	25.6	18.9	25.8	44.7	37.4	96.3	96.0
Female	1027	100.0	25.2	31.7	19.0	24.1	43.1	33.8	96.6	96.3
Racial/Ethnic Group										
White	1497	99.9	20.5	27.2	20.7	31.7	52.3	49.2	96.2	96.0
African American	497	100.0	47.8	31.4	12.9	7.9	20.7	17.0	97.1	96.2
Asian/Pacific Islander	81	100.0	19.2	28.2	23.1	29.5	52.6	58.0	97.5	97.3
Hispanic	122	100.0	40.0	31.3	19.1	9.6	28.7	24.9	96.6	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	94.6
Disability Status										
Disabled	310	99.7	62.0	22.2	6.7	9.2	15.8	14.0	95.5	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	110	100.0	46.1	28.4	14.7	10.8	25.5	24.4	97.1	96.8
Socio-Economic Status										
Subsided meals	984	99.9	40.1	30.9	15.4	13.6	29.0	21.1	95.7	95.6

Social Studies

All Students	2209	100.0	23.4	35.3	20.1	21.2	41.3	34.0	96.4	96.1
Gender										
Male	1181	99.9	24.3	31.0	20.9	23.8	44.7	36.6	96.3	96.0
Female	1028	100.0	22.2	40.3	19.2	18.3	37.5	31.3	96.6	96.3
Racial/Ethnic Group										
White	1499	99.9	19.2	33.3	21.6	25.9	47.5	44.5	96.2	96.0
African American	503	100.0	35.6	41.0	15.1	8.2	23.3	19.1	97.1	96.2
Asian/Pacific Islander	76	100.0	14.7	26.7	26.7	32.0	58.7	58.9	97.5	97.3
Hispanic	123	100.0	31.0	42.5	18.6	8.0	26.5	27.5	96.6	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	94.6
Disability Status										
Disabled	325	99.7	55.1	30.7	7.4	6.8	14.2	14.4	95.5	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	117	100.0	33.9	35.8	18.3	11.9	30.3	27.3	97.1	96.8
Socio-Economic Status										
Subsided meals	985	99.9	34.1	39.8	15.8	10.2	26.0	21.0	95.7	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	545	99.6	16.2	27.6	48.9	7.3	56.2
	4	492	99.8	18.6	36.6	40.0	4.7	44.8
	5	571	100.0	22.5	43.5	31.2	2.8	33.9
	6	517	99.8	26.5	37.5	27.9	8.1	36.0
	7	545	99.6	30.9	37.2	29.6	2.3	31.9
2008	8	579	99.7	28.9	49.6	18.5	3.0	21.5
	3	523	99.8	12.7	25.5	50.3	11.5	61.8
	4	564	99.7	16.9	31.5	43.8	7.8	51.6
	5	509	99.6	19.2	40.4	37.1	3.4	40.4
	6	603	99.7	19.7	39.6	30.9	9.8	40.7
2008	7	544	99.8	26.6	42.8	27.0	3.7	30.7
	8	562	99.6	26.3	43.3	25.6	4.8	30.3
Mathematics								
2007	3	545	100.0	19.1	47.0	23.2	10.8	34.0
	4	492	100.0	14.5	28.8	24.6	32.1	56.6
	5	571	100.0	17.5	38.9	19.0	24.5	43.5
	6	517	99.8	15.1	33.4	26.5	25.1	51.5
	7	545	100.0	18.8	44.3	18.8	18.2	37.0
2008	8	579	99.8	28.7	49.8	14.1	7.4	21.5
	3	523	100.0	18.0	42.4	18.2	21.5	39.7
	4	564	100.0	12.9	31.8	25.9	29.5	55.4
	5	509	99.8	13.9	30.0	25.0	31.1	56.1
	6	603	100.0	17.7	29.2	25.6	27.5	53.0
2008	7	544	99.8	18.4	41.4	21.3	18.9	40.2
	8	562	100.0	26.5	52.2	13.0	8.4	21.3
Science								
2007	3	273	100.0	28.3	35.9	21.1	14.7	35.9
	4	492	100.0	26.1	27.4	19.7	26.9	46.6
	5	286	100.0	31.4	30.7	15.7	22.3	38.0
	6	258	99.2	32.5	27.6	19.3	20.6	39.9
	7	545	99.6	30.9	33.8	20.3	15.0	35.3
2008	8	290	99.3	32.6	44.7	13.6	9.2	22.7
	3	260	100.0	22.9	22.9	32.1	22.1	54.2
	4	564	100.0	20.2	30.8	19.5	29.5	49.0
	5	251	100.0	24.3	20.9	16.2	38.7	54.9
	6	301	100.0	38.2	17.4	20.1	24.3	44.4
2008	7	544	99.8	31.4	38.5	11.7	18.4	30.1
	8	281	100.0	30.8	28.1	21.2	20.0	41.2
Social Studies								
2007	3	273	100.0	11.3	47.1	27.2	14.4	41.6
	4	492	100.0	15.6	31.6	26.9	25.9	52.8
	5	285	100.0	29.1	34.7	13.8	22.4	36.2
	6	259	99.6	14.2	43.9	23.6	18.3	41.9
	7	545	99.6	35.9	36.5	10.4	17.3	27.6
2008	8	287	100.0	33.1	51.9	10.2	4.9	15.0
	3	263	100.0	13.0	43.1	25.1	18.8	43.9
	4	564	100.0	14.7	29.9	28.0	27.4	55.4
	5	257	100.0	17.0	29.5	23.2	30.3	53.5
	6	302	100.0	15.3	38.0	17.8	28.9	46.7
2008	7	544	99.8	42.8	32.4	10.2	14.6	24.8
	8	279	100.0	26.9	47.3	18.6	7.2	25.8

Abbreviations for Missing Data

N/A--Not Applicable

NAV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	512	99.6	6.8	28.1	42.4	22.7	76.9	69.7	Yes	Yes
Male	253	100.0	8.3	30.6	42.6	18.6	74.0	64.6	N/A	N/A
Female	259	99.2	5.4	25.6	42.1	26.9	79.8	74.8	N/A	N/A
White	345	99.7	5.8	22.9	42.7	28.7	81.7	81.7	Yes	Yes
African American	116	99.1	9.0	42.3	40.5	8.1	61.3	53.6	Yes	Yes
Asian/Pacific Islander	16	100.0	N/A	26.7	60.0	13.3	93.3	83.1	I/S	I/S
Hispanic	34	100.0	13.8	34.5	37.9	13.8	72.4	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	59	100.0	36.2	51.7	12.1	N/A	29.3	25.2	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	14	100.0	33.3	50.0	16.7	N/A	50.0	47.3	I/S	I/S
Subsized meals	183	99.5	13.8	37.4	39.1	9.8	62.6	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	512	99.6	7.4	25.2	41.7	25.6	80.0	67.2	Yes	Yes
Male	253	100.0	9.5	24.4	38.8	27.3	78.5	66.3	N/A	N/A
Female	259	99.2	5.4	26.0	44.6	24.0	81.4	68.0	N/A	N/A
White	345	99.7	5.2	24.7	40.9	29.3	82.6	79.6	Yes	Yes
African American	116	99.1	15.3	27.0	41.4	16.2	70.3	49.7	Yes	Yes
Asian/Pacific Islander	16	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	88.7	I/S	I/S
Hispanic	34	100.0	6.9	27.6	55.2	10.3	79.3	60.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	59	100.0	43.1	37.9	15.5	3.4	27.6	23.8	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	14	100.0	16.7	41.7	33.3	8.3	58.3	54.9	I/S	I/S
Subsized meals	183	99.5	15.5	30.5	37.9	16.1	67.8	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	781	97.2	60.2	17.4	10.1	9.5	N/A	N/A	N/A	N/A
Male	397	96.5	55.9	20.4	10.3	9.8	N/A	N/A	N/A	N/A
Female	384	97.9	64.6	14.3	9.9	9.1	N/A	N/A	N/A	N/A
White	503	96.6	53.9	19.3	10.9	12.5	N/A	N/A	N/A	N/A
African American	215	97.7	74.0	11.2	9.3	3.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	11	100.0	45.5	9.1	27.3	18.2	N/A	N/A	N/A	N/A
Hispanic	48	100.0	68.8	27.1	2.1	2.1	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	87	88.5	74.7	11.5	1.1	1.1	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	24	100.0	87.5	12.5	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	325	97.2	71.1	14.5	8.0	3.7	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	587	99.0	11.6	28.9	33.0	26.5	69.7	70.7
	2008	512	99.6	6.8	28.1	42.4	22.7	76.9	69.7
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	586	99.1	14.3	28.1	28.1	29.4	68.2	62.2
	2008	512	99.6	7.4	25.2	41.7	25.6	80.0	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No
Student attendance rate, grades K-8	96.1%	94.0%	Yes

* Or greater than last year